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## Analysis Of Status Of Negro Teachers In West Texas

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ANALYSIS OF STATUS OF NEGRO  
TEACHERS IN WEST TEXAS



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1946



ANALYSIS OF STATUS OF NEGRO TEACHERS IN  
WEST TEXAS

By

Vivienne M. Pigford-Hines

A Thesis Submitted in Partial Fulfillment  
of the Requirements for the Degree of

Master of Science

In The

Graduate Division

of

Prairie View University

Prairie View, Texas

August, 1946

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B56P53  
1949

DEDICATION

To my husband, Robert H. Hines, Jr. and my baby,  
Mary Lou, this thesis is affectionately dedicated.



## ACKNOWLEDGMENT

The writer wishes to express her appreciation to the teachers of West Texas for answering the questionnaires. The writer is very grateful to Mr. John H. Windom, Sr., advisory chairman; and to the members of the committee: Dr. J. M. Drew and Miss A.C. Preston for their valuable guidance. The writer also wishes to express her gratitude to Mr. O.J. Baker, head librarian of the Prairie View University, for information and suggestive materials.



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## CHAPTER I

### INTRODUCTION

Facts concerning the tenure and status of Negro teachers of West Texas have remained largely unknown, although in the last two decades a number of studies, state, regional, and nationwide has been made of the academic and professional training, the educational experience, and the social and economic status of the Negro teacher. When considering the West Texas Negro teacher, we find his tenure and status to be nearly unknown. Never before has as much emphasis been placed upon tenure and status of the teacher. In West Texas it has often been wondered just why a teacher does not retain his work over a longer period of time. Practically all school surveys have reported Negro teachers separately where they have reported them at all. Reports of the State Department of Education have tabulated data separately for Negro and white schools.<sup>1</sup>

Caswell and Campbell say, "The public school is but one of the educational institutions of society."<sup>2</sup>

Teachers come from families of moderate means. Moffit says that the average student in teacher training institutions comes from a rural home of moderate means.<sup>3</sup>

---

<sup>1</sup> Greene, Harry W. "National Directories and Negro Leaders." The Negro College Quarterly. 3:76-77, June 1945.

<sup>2</sup> Caswell, Hollis L. and Campbell, Doak S., Curriculum Development, p. 109.

<sup>3</sup> Cooke, Dennis H. Problems of the Teaching Personnel. p.p. 32-33.



Whitney found that there were indications of more education and higher cultural levels among university students than among teachers and college students, a condition which is possibly indicative of better economic backgrounds for university students than for teachers and college students.<sup>1</sup>

### Statement of Problem

From 1945-46, the writer was employed as substitute teacher in the city schools of Amarillo, Texas, Potter County. However, this study had grown out of a three year's investigation by the writer while working in the Booker T. Washington High School, Conroe, Texas, Montgomery County.

In the light of the author's experience, an effort has been made to analyze the problem of tenure and status of the teaching staff in the West Texas Schools. Therefore this study proposes to answer the following general questions:

1. Have all teachers had four years of high school training?
2. How much college training have the teachers?
3. What kind of degrees do the teachers of West Texas hold?
4. How many hours of graduate work have the teachers done?

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<sup>1</sup>Ibid., pp. 32-33.



5. What college or universities were attended by these teachers?
6. For how many months are teachers paid?
7. How many months do the teachers work?
8. What is the length of the school term in the average school?
9. Is the teaching load light, heavy or medium?
10. Are recreational centers found in West Texas and are the teachers criticized for attending these affairs?
11. How much experience has the average teacher in West Texas?
12. How many years has the average teacher worked at the present school?
13. What are the duties and responsibilities of the teachers of West Texas?

#### Purpose of the Study

The purpose of this investigation has been to secure data on the amount and nature of academic and professional preparation required of the teachers. Such factors as salary, experience, age, sex, and tenure are considered in relation to the broader phases of the study.

In conferences as well as in magazines the writer's attention has been focused on the question "Why Negro teachers do not maintain their work over a longer period of time in West Texas."



The principal, Mrs. R.H. Calhoun, of Patten High School, Amarillo, Texas, Potter County, has made some investigation, but no definite conclusions have been reached.<sup>1</sup> With the facts mentioned above in view, an attempt will be made to study the professional status, cost of living, and educational opportunities that exist in West Texas for Negro teachers.

Most of the West Texas Schools fall into the class of rural and community schools where everyone is likely to be aware of the teacher's presence. With this being true, they know his personal affairs and most assuredly, they take stock of his comings and goings. Usually a teacher's merits and defects are frequently the topic of conversation on the street, in the parlor, and fraternal gatherings. Finally the estimation in which the population holds the teacher personally is the estimation in which they hold the school.

In the light of the foregoing--and no doubt evident to any one who has ever resided in a rural community or village--it takes a teacher who can readily make adjustments to suffice. Almack and Burch state that the consolidated school makes dual demands upon the teacher:

They must be able to teach the classroom subjects with approved efficiency and be willing to take their share of the community burden.

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<sup>1</sup> Personal letter to the author, June 1, 1946.



They must help keep the community activities going and at the same time lift to a higher plane in both type and method.<sup>1</sup>

### Scope of Study

Except for a few historical references intended to give meaning to a particular point under consideration or discussion, the time period of this study covers the last eleven months. It begins in 1945 and continues to the present time.

In making this investigation, the writer decided to include the following schools:

<u>School</u>	<u>City</u>	<u>County</u>
George Washington Carver Colored Elementary	Pampa	Gray
Memphis Elementary Colored School	Claredon	Donley
Booker T. Washington Wheatley	Memphis	Hall
Colored School	Childress	Childress
Booker T. Washington	Plainview	Hale
Wheatley	Brownfield	Terry
Colored School	Oltown	Lamb
Blackshear	San Angelo	Tom Green
George Washington Carver	Midland	Midland
Pecos Colored School	Pecos	Reeves
Blackshear	Odessa	Ector
Lincoln	Oklahoma	Wilbarger
Patten High	Amarillo	Potter
North Ward	Floydada	Floyd
Colored School	Lorenza	Crosby
Booker T. Washington	Vernon	Wilbarger
Booker T. Washington	Lubbock	Lubbock
Dunbar	Paducah	Cottle
Colored High School	Brownwood	Brown
Colored School	Slayton	Crosby
Crowell Colored School	Crowell	Foard
Colored School	Quanah	Hardeman
Dunbar School	Lamesa	Dawson

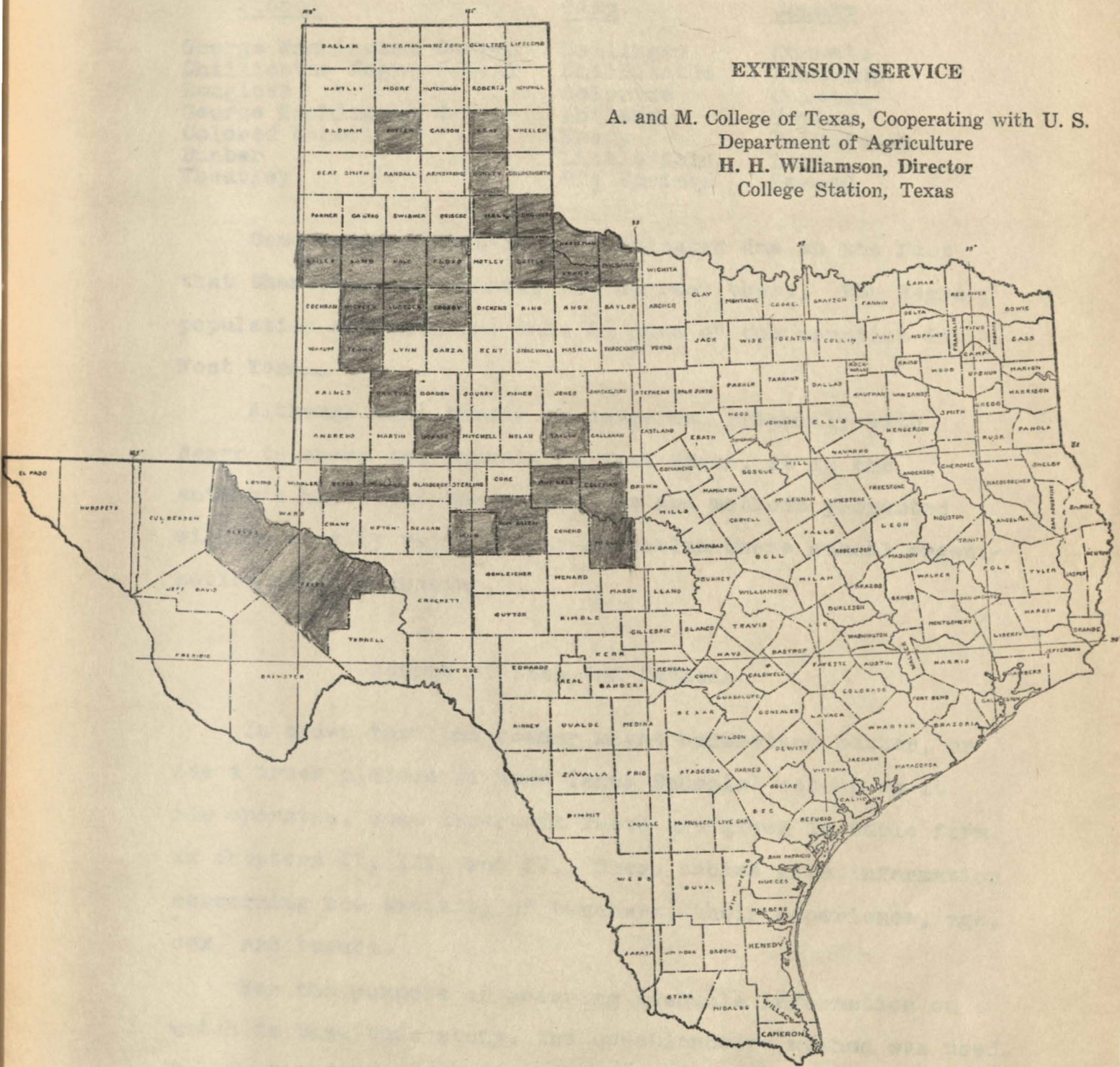
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<sup>1</sup>Almack, J. C., et. al., The Administration of Consolidated and Village Schools. Chapter V, p. 76.



## EXTENSION SERVICE

A. and M. College of Texas, Cooperating with U. S.  
Department of Agriculture  
H. H. Williamson, Director  
College Station, Texas



Shows the counties in West Texas used in making this study.



<u>School</u>	<u>City</u>	<u>County</u>
George Washington Carver	Ballinger	Runnels
Chillicothe Negro School	Chillicothe	Hardeman
Douglass	Colorado	Coleman
George Washington Carver	Abilene	Taylor
Colored School	Brady	McCullough
Dunbar	Littlefield	Lamb
Wheatley	Big Springs	Howard

Some counties had to be eliminated due to the fact that there were no schools for Negroes there. The Negro population accounts for this in some of the counties in West Texas.

Although this thesis is concerned primarily with Negro teachers and schools in West Texas, it is the author's hope that the principles and methods presented will be equally valid in any situation where school organization needs adjusting.

#### Source of Data and Methods

In order that the reader might understand better, or see a truer picture of West Texas Schools' set-up as it now operates, some important facts are given in table form in chapters II, III, and IV. These tables give information concerning the training of teachers, their experience, age, sex, and tenure.

For the purpose of securing adequate information on which to base this study, the questionnaire method was used. One or two follow-up letters were sent, in two instances, telegrams were sent. The questionnaire, dealing with the



training of the teacher, experience, sex, salary, age, duties, and organizations to which he belongs was sent by the writer to one hundred fifty-three teachers of West Texas.

This questionnaire was mailed April 24, 1946. Returns were received from one hundred fourteen teachers, representing 73 per cent of all who received the questionnaire. Several teachers asked for a copy of the results of the study, in a letter, accompanying their returned questionnaires.

In the collection and interpretation of the material the writer has examined authoritative books, pamphlets, periodicals, papers, and unpublished master's theses.

The personal questionnaire was sent out to the Negro teachers of the Public Schools of West Texas. It contained questions relating to training, age, sex, experience, tenure, salaries and teaching load.

A review of similar and related studies was made in order to benefit by the thinking and findings of other investigators interested in problems similar in nature to the present study.

A study was made of selected general educational literature bearing on the problem of tenure and status. The point of view of outstanding educational writers was noted and recorded.

#### Review of Similar Studies

Very little has been previously mentioned of the



status of Negro teachers in West Texas, however, other studies concerning teachers have been made and Negro teachers have been included in many of them. These studies are in the form of bulletins and monographs and were conducted since 1933, the year when the depression was at its worse.<sup>1</sup>

Some surveys of educational opportunities for Negroes have been made by Andrews,<sup>2</sup> Hines<sup>3</sup>, Randle<sup>4</sup>, Jackson<sup>5</sup>, and Davis<sup>6</sup>. The first four studies were made on a county-wide basis. With the increased number of studies being made, a better future for the education of the Negroes of Texas can be obtained.

---

1

Rhone, Frieda Estelle, The Recreational Activities of Youth in Waller County. Unpublished master's thesis, Department of Education, Prairie View University, Prairie View, Texas, 1939.

2

Andrews, Robert Samuel, The Availability of Education to Negroes in Waller County. Unpublished master's thesis, Department of Education, Prairie View University, Prairie View, Texas, 1941.

3

Hines, Lillie Belle Corley, A Comparative Study of Some Current Practices in Elementary Education as Found in Negro Schools in Travis County. Unpublished master's thesis, Department of Education, Prairie View University, Prairie View, Texas, 1942.

4

Randle, Irene Ethelind, A Comparative Study of Common Schools for Negroes in Brazos County. Unpublished master's thesis, Department of Education, Prairie View University, Prairie View, Texas, 1944.

5

Jackson, Charles Emerson, A Study of Educational Provisions for Negroes in Gregg County. Unpublished master's thesis, Department of Education, Prairie View University, Prairie View, Texas, 1945.

6

Davis, William Riley, The Development and Present Status of Negro Education in East Texas. Contribution to Education, No. 626. Teachers' College, Columbia University, New York, 1934.



## CHAPTER II

## ACADEMIC AND PROFESSIONAL TRAINING

We have come to the time when something definite must be done about the teacher's work. There is a problem of teaching or there is not; if there is such a problem every teacher who takes up the work should have studied it. Teaching should be put upon a professional plane, certain definite requirements should be fulfilled before any one should be permitted to teach school. A standard of efficiency should be established and maintained. There should be a distinct test of personality, scholarship and professional ability. A date should be set far enough in the future to be just, at which time the requirements should go into effect.<sup>1</sup>

Merely obtaining a Normal School Diploma and a State Teacher's Certificate is not, however, the end of a colored teacher's education; for any one who wishes to get ahead must obtain higher education and take additional courses which will be helpful in his school work.<sup>2</sup>

The most important factor in any school is the principal. The best schools are apt to be those having at their heads principals with sound and thorough academic and professional training, who have visions of the possibilities of education under the leadership of a professionally trained principalship. Schools that have risen above

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1

Peeler, Virginia. "Present Status of Colored Teachers." The Colored Public School Teachers in New Orleans. 4:2-3, 1930.

2

Caliver, Ambrose, "Rural Elementary Education Among Negro Jeanes Supervising Teachers." U.S. Department of the Interior, Office of Education, 4:27-28, 1933.



the natural level are schools that have at their heads principals and well-trained teachers on the faculty, while on the other hand, schools that sink are those that have principals and teachers who lack professional training.

Aside from the mere amount of formal training which a teacher has had, there looms the problem of the actual mastery of the subject matter to be taught.

Mere attendance upon college, however, is not evidence of qualification. An individual may attend college for four years or more, and yet, for any number of reasons, fail to graduate. One advantage is the requirement of college graduation (or the master's degree in some places) for high-school teaching is that it attempts to assure a general preparation based on a well-planned, coordinated, and continued program. Other things being equal, therefore, a person with a degree should have received better preparation than one who may have spent the same amount of time in college, but whose program lacked coordination, definiteness, and continuity.<sup>1</sup>

The information in this chapter deals with the educational training of Negro teachers of public school of West Texas. It is presented from five viewpoints; (1) the number of teachers participating in the study and their high school training; (2) the number of years of educational training; (3) the academic degrees held; (4) the

---

1

Caliver, Ambrose, "Education of Negro Teachers" National Survey of the Education of Teachers. U.S. Department of the Interior, Office of Education, 4:27-28, 1933.



type of educational institutions attended and (5) the combination of major and minor subjects taken in college.

TABLE I. NAMES OF SCHOOLS, LOCATION, NUMBER OF TEACHERS, AND THEIR HIGH SCHOOL TRAINING

Name of School	Location (City)	Number High school of Training 4 teachers years more	
George Washington Carver Colored Elementary	Pampa Claredon	4	4
Memphis Elementary Colored School	Memphis Childress	3	3
Booker T. Washington Wheatley	Plainview Brownfield	2	2
Colored Elementary Blackshear	Oltown San Angelo	1	1
George Washington Carver Pecos Colored School	Midland Pecos	4	4
Blackshear Lincoln	Odessa Oklaunion	4	4
Patten High North Ward	Amarillo Floydada	6	6
Colored School Booker T. Washington	Lorenza Vernon	1	1
Booker T. Washington Dunbar	Lubbock Paducah	7	7
Colored School Colored High School	Slayton Brownwood	3	3
Crowell Colored School Colored School	Crowell Quanah	2	2
Dunbar School George Washington Carver	Lamesa Ballinger	4	4
Chilllicothe Negro School Douglass	Chilllicothe Colorado	5	5
George Washington Carver Colored School	Abilene Bradey	2	2
Dunbar Wheatley	Littlefield Big Springs	12	12
		7	7
		5	5
Total	30	114	112 2

Of the 144 teachers studied only 2 had more than four years of high school training; they attended Paul Quinn Academy, Waco, Texas.



Data received from the questionnaire concerning the level of training of teachers having a given amount of training in terms of years of school attendance are shown in Table II.

TABLE II. HIGHEST LEVEL OF TRAINING OF TEACHERS IN WEST TEXAS

Level of Training	Number	Per cent
1 year of college work		
2 years of college work	11	9.57
3 years of college work	3	2.61
4 years of college work	62	53.94
1-5 hours of graduate work	9	7.83
6-10 hours of graduate work	10	8.70
11-15 hours of graduate work	2	1.74
16-20 hours of graduate work	6	5.22
21-25 hours of graduate work	3	2.61
26-30 hours of graduate work	6	5.22
31 or more hours of graduate work	2	1.74
Total	114	99.18

The training of the teachers ranges from 2 years of college training to work beyond the master's degree. 56.55 per cent have bachelor's degrees. Only 14 participants have less than 4 years of college training.



TABLE III. ACADEMIC DEGREES HELD BY TEACHERS

Types of Degrees held	Number	Per cent
Bachelor of Science	57	49.59
Bachelor of Art	36	31.32
Associate Arts	1	.87
Master's Degree	6	5.22
Total	100	87.00

Table III shows that the majority of the teachers held Bachelor of Science Degrees. Only one teacher holds an Associate Arts Degree, which was issued from Paul Quinn College, Waco, Texas. Only 5.22 per cent of the teachers held master's degrees.



TABLE IV. COLLEGES AND UNIVERSITIES WHERE PROFESSIONAL TRAINING WAS RECEIVED

College or University attended	Number	Per cent
Prairie View University	42	36.54
Tillotson College	11	9.57
Wiley College	11	9.57
Samuel Houston College	10	8.70
Texas College	13	11.31
Fisk University	10	8.70
Houston College for Negroes	9	7.83
Langston University	4	3.48
Lincoln University	2	1.74
University of Kansas	1	.87
Spellman College	2	1.74
Total	114	100.05

Table IV presents information only on institutions where professional training was received. However, many teachers have attended more than one institution. Texas ranks first in having the largest number of teachers attending its institutions.



TABLE V. THE MAJOR-MINOR SUBJECT COMBINATIONS TAKEN IN COLLEGE

Major-Minor Combinations	Number	Per cent
Education-English	34	29.58
History-English	31	26.97
Vocational Agriculture-History	9	7.83
Music-History	9	7.83
Economics-History	6	5.22
Sociology-Education	3	2.61
Education-Mathematics	8	6.96
History-Mathematics	3	2.61
General Education-Rural Education	3	2.61
History-Spanish	3	2.61
Chemistry-Biology	2	1.74
Education-Social Science	2	1.74
Mathematics-Chemistry	1	.87
Total	114	99.18

Table V indicates that Education-English combination has a greater percentage than any others. Mathematics-Chemistry combination is only .87 per cent. Chemistry-Biology and Education-Chemistry combinations are the same or 1.74 per cent.



## CHAPTER III

DISTRIBUTION OF TEACHERS ACCORDING TO SALARY, AGE, SEX,  
EXPERIENCE, AND TENURE

The salaries of teachers in the United States like the wages paid to industrial workers, have not been established as a result of scientific study. For the most part, boards of education and their advisors have resorted solely to subjective judgments in arriving at the basic salaries of educational workers. Some schools pay on the basis of a teacher's experience and qualifications; others have state aid and that supplements the salary from the district. Some states have set up new standards of efficiency for teachers, thus holding out larger inducements in the way of salaries. The public demands that teachers appear as well as other people, that they travel and keep up with the times, buy books pictures, and magazines, and at the same time the public has not concerned itself about the funds with which all this is to be done. If salaries are increased it ought to be made impossible for unprepared, incompetent teachers to profit by the increase. To raise the standard of efficiency without increasing salaries would make it impossible to secure competent men and women.

We cannot hope to have permanently in rural education the services of the more capable and well-trained until the compensation is made more nearly adequate. In some localities the legal qualifications are altogether too low, and low salaries, of course, accompany low standards of



certification. Salaries of all personnel must be as high in rural schools as in urban schools for a given level of training and experience. Such equalization is attainable in part through state-aid programs, but full equalization can be achieved only with federal grants.<sup>1</sup>

Salaries received by Negro public school teachers compare very favorably with those of persons in other professions and are much better than those which can be earned in the majority of occupations open to Negro people in West Texas. The salaries of Negro teachers depend on the type of position held, length of service and sex.

TABLE VI. DISTRIBUTION OF TEACHERS ACCORDING TO SALARY

Salaries (monthly)	Number	Per cent of teachers
\$ 85-135	58	50.46
\$136-186	37	32.19
\$187-237	16	13.92
\$238-288	1	.87
\$289-339	2	1.74

Table VI shows that the greatest number of teachers' salaries range from \$85 to \$135. The lowest salary paid in West Texas is \$85.00. The highest is \$311.00. Only two teachers have a salary between \$289 and \$339.

<sup>1</sup>The White House Conference on Rural Education. Problems of the Professional Personnel for Rural Education. Report of Group IV. 1944, p. 149.



TABLE VII. BASIS ON WHICH TEACHERS WORK AND ARE PAID

Number of teachers	Number of months teachers work	Number of months teachers are paid	Per cent of teachers
47	9	12	40.89
2	10	10	1.74
61	9	9	53.07
3	8	8	2.61
1	7	7	.87
114			98.18

This table states that 53.07 per cent of the teachers work and are paid nine months; only .87 per cent work and are paid seven months. 40.89 per cent work and are paid twelve months. None of the teachers actually work more than ten months.

Doctor L.D. Coffman, president of the University of Minnesota, made a study in 1911 of a group of 5,125 teachers, selected at random from rural schools, towns, and city schools in seventeen states, only two of which were southern states. He found that 41 per cent of the teachers began teaching at the age of 18 years.<sup>1</sup> Applicants for positions as teachers in public schools of Texas must be at least 18 and not over 50 years of age. All prospective teachers must be pronounced physically fit by the physician,

---

1

Cubberly, Ellwood P. and Elliot, Edward C., State and County Administration, p. 71.



presenting health certificates. This must be done before being recommended for employment as teachers in public schools. In some systems a birth certificate is required to order that the correct age might be obtained.

TABLE VIII. THE DISTRIBUTION OF TEACHERS ACCORDING TO AGES

Ages	Number	Per cent of Teachers
18-25	13	11.31
26-33	30	26.10
34-41	43	37.41
42-49	15	13.05
50-57	5	4.35
58-65	6	5.22
66-73	2	1.74
Total	114	99.18

All teachers, including both sexes, are included in table VII. 37.41 per cent range from 34-41 years of age. Only 1.74 per cent range from 66-73 years of age. Both men and women are employed as teachers in West Texas public schools and the number of men teachers is increasing.



TABLE IX. THE DISTRIBUTION OF TEACHERS ACCORDING TO SEX

Sex	Number	Per cent of Teachers
Male	39	33.93
Female	75	65.25
TOTAL	114	99.98

The data in Table IX reveal that 31.93 per cent more females are employed in West Texas schools than males.

Practice does not make perfect unless it is the right kind of practice claim some authors; moreover, there are individual differences in the ability to learn from experience, nevertheless it is generally concluded that a certain amount of experience is an important factor in the qualification of teachers.<sup>1</sup> A national survey shows that most men have had from one to four years of experience. Considering the United States women teachers have had more experience and are larger in number.<sup>2</sup> Whether or not experience beyond a certain point adds to a teacher's proficiency is questionable. Much depends upon where and under what conditions the experience was gained; and its relation to the requirements of particular situations. From Table X it is plain that 26.97 per cent of the teachers have from 11 to 20 years of experience, while 11.31 per cent of the teachers have more than 21 years of experience.

---

1

Eleassen, R.H. and Anderson, Earl W. "Teacher Supply and Demand: Investigations Reported in 1944." Educational Research Bulletin. 24:119-123, May 16, 1945.

2

Evenden, E.S. "Teacher Training." National Survey of the Teachers in Service. 2:17-19, 1933.



TABLE X. THE DISTRIBUTION OF TEACHERS ACCORDING TO EXPERIENCE

Years of experience (including present year)	Number of teachers	Per cent of teachers
1 year	7	6.09
2 years	11	9.57
3 years	11	9.57
4 years	11	9.57
5 years	9	7.83
6-10 years	21	18.27
11-20 years	31	26.97
21 or more years	13	11.31
TOTAL	114	99.18

The number of teachers entering a school system varies from year to year and from one community to another. Small schools tend to have more rapid turn-over than larger schools. For the United States as a whole, the National Survey of the Education of Teachers showed that one-fifth to one seventh of the teachers were new to their positions during the year of 1930-31, although areas could be found in which two-fifths of the teachers were new.<sup>1</sup> The term tenure as applied to the teaching staff refers, in the primary meaning to the holding of a position or to the retention of employment under one employing body.<sup>2</sup>

---

1

Ibid., p. 202.

2

Butsch, R.L.C. "Tenure". p.1267. an article in the Encyclopedia of Educational Research (Walter S. Monroe, Ed.), Macmillan Co., New York, 1941.



Tenure refers to employment on an unconditional or permanent basis, except as provided in the law which creates it.<sup>1</sup> Table XI shows that in the West Texas schools the same number of teachers have from 1 year and 11-20 years tenure. Only 5.22 per cent of the teachers' tenure is 21 or more years. 19.14 per cent of the teachers' tenure is 2 years.

TABLE XI. THE DISTRIBUTION OF TEACHERS ACCORDING TO TENURE

Tenure (including present year)	Number	Per cent of teachers
1 year	16	13.72
2 years	22	19.14
3 years	13	11.31
4 years	11	9.57
5 years	11	9.57
6 years	10	8.70
7-10 years	9	7.83
11-20 years	16	13.72
21 or more years	6	5.22
TOTAL	114	98.78

<sup>1</sup> Overn, A.V. "Tenure", p.p. 823-824, an article in the Encyclopedia of Modern Education (Rivilin, Harry N. and Schedler, Herbert,) The Philosophical Library of New York City, 1943.



## CHAPTER IV

## SOME ACTIVITIES OF THE TEACHERS

The first national organization of teachers in the United States was the American Institute of Instruction. This association was organized in Boston in 1830. The Western Literary Institute and College of Professional Teachers was second in order of organization. It was organized in Cincinnati in 1831. The National Teacher's Association was organized in 1857 in Philadelphia.

Membership is open to any person in the United States who subscribes to the purpose of the association. There are three classes of members, however, The active members are those persons regularly engaged in teaching. The associate members are persons outside of the profession, but who are interested in the profession. The third group is the corresponding members. These are leading educators in foreign countries who have been elected by the Association's board of directors. State educational associations have been potent factors in the development of the National Teacher's Association. By 1930 the Educational Directory of the United States Office of Education listed 181 various state educational organizations.<sup>1</sup> Because this is a period of chain-business, comprehensive industrial enterprises,

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<sup>1</sup>Cooke, Dennis H., Problems of the Teaching Personnel. pp. 132-138.



collective bargaining, and cooperative and concerted effort to achieve and to accomplish, the organization of members of the leading professions has come about. If some of the teachers would not just try to keep their dues paid but become active, working members, more would be done to improve the professional status of teaching. The primary reason for forming teachers' associations is the desire for professional advancement through group action on salaries, appointment, tenure, pensions, physical welfare, and legislation on all matters affecting the material welfare of teachers.

Approximately 75 per cent of all the teachers in the United States belong to their respective state organization of teachers, and 23 per cent to the National Teachers' Association.<sup>1</sup>

It is unnecessary to point out the stimulus which the annual state and national gatherings of teachers give to the craft spirit. The young teacher should avail himself from the outset of this medium of inspiration.

There should be mutual understanding and close cooperation between the public schools and other worthy agencies for education and recreation in the community. School buildings and grounds should be made available after school hours, on week ends, and during vacation periods for suitable leisure-time activities under the auspices of

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<sup>1</sup>Ibid., p. 148.



approved agencies. Some communities may find it desirable to make their public-school systems responsible for community library service or community recreation, or both. Where this is done, the school system should be given the additional funds to carry on these related activities effectively.

Each community differs from every other one just as each personality is in some measure unique, possessing combinations of traits, that vary from those of all other individuals. Just as people can be cataloged according to general types, so communities can be grouped. Sociologists have developed several general schemes of classification, both of communities and of the social elements essential to adequate living for groups of individuals associated in a community.<sup>1</sup>

Representatives of forty-four United Nations met in London from November 1-16, 1945, to create the Constitution of the United Nations Educational, Scientific and Cultural Organization. The Conference was held to carry out provisions for educational and cultural cooperation which had been made in the United Nations Charter five months before at San Francisco.

Like other new organs for international cooperation, it has been established to help promote peace and security in the world. The new organization will work toward

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<sup>1</sup>

Lynd, Robert, Middletown. p. 550.



mutual understanding among nations through educational and scientific development, and cultural exchange.<sup>1</sup>

TABLE XII. ORGANIZATIONS AND THE NUMBER OF TEACHERS HOLDING MEMBERSHIP

Types of Organizations	Number of teachers	Per cent of teachers
State Teachers' Association	112	96.44
National Teachers' Association	28	24.36
Mason	21	18.27
Young Men's Christian Association	39	33.93
Young Women's Christian Association	69	60.03
Alpha Kappa Alpha	17	14.78
American Woodmen	37	32.19
Negro Citizens' Club	11	9.57
N.A.A.C.P.	109	84.83
Church (all denominations)	114	100.00
Social Clubs	61	53.07
Eastern Star	19	16.53
Herion of Jericho	11	9.57
Daughter of Isis	9	7.83
Boy Scouts of America	7	6.09
Texas Safety Council	3	2.61
American Red Cross	9	7.83
Chamber of Commerce	61	53.07

<sup>1</sup> Franklin, Inks, "The United Nations Educational Organization". School and Community. 24:70-71, March 1943.



TABLE XII. (Continued)

Types of Organizations	Number of teachers	Per cent of teachers
Les Belles Letters Study Club	1	.87
City Federation Club	11	9.57
State Federation Club	7	6.09

Table XII reveals that 100 per cent of the teachers studied belong to church and 96.44 per cent belong to the State Teachers' Association. Only 14.78 per cent are members of sororities. One individual used in this investigation belongs to a study club. Other sororities were included in the questionnaire but no teachers held membership. More teachers are members of social clubs than of lodges.

#### Responsibilities and Duties

The prime school duties of the teacher may be classed as instructional and disciplinary. The accessory school duties may be classed as clerical and administrative. The out-of-school duties of the teacher may be conveniently designated as (a) professional, (b) hygienic, (c) civic, and (d) social and personal. Professional duties include (1) preparation of school work, and (2) study, reading, and discussion along broader educational lines. The teacher must preserve his health if his work is to be maximally effective. Recreation in one form or another is necessary



for maximal efficiency in any line of work, and nothing more accurately indicates the character of a man than the way he seeks recreation--the way in which he spends his leisure.<sup>1</sup>

The classroom teacher is the chief educational officer in charge of the room and upon her, to a large extent, rests the responsibility for its proper organization and control. The classroom teacher may be said to have a dual responsibility; namely, that of chief educational officer in charge of an responsible for all instructional activities, and chief administrative or managerial officer responsible for the proper management and control of the room assigned to her.

An added responsibility for the teacher is the physical welfare of the pupils. Most modern schools are equipped with facilities for handling health matters, ranging from first aid to nutrition, but even in such well equipped schools the classroom teacher must be prepared to cooperate if the health program is to be most effective.

In an indirect way the teacher has much to do with preventing delinquency. If through proper classroom management she is able to hold her pupils in school until they come to appreciate the significance of education, there will be little danger of delinquency.

The following factors have some relation to the

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<sup>1</sup>Bagley, William Chandler, Classroom Management. pp.250-55.



teacher-s load; subjects taught, preparation in subjects taught, teachers' health, standards of accrediting agencies, and the size of the class.

Only 2.61 per cent do general supervision. Teachers who are new to a particular school need supervisory help in becoming orientated to an unfamiliar situation. Two kinds of experienced teachers need supervision: (1) the experienced competent teacher who wishes to increase the scope of professional activity and (2) the mature teacher who is in a rut. That many mature teachers require supervision has been demonstrated by Briggs, who found that the "best" teachers designated by principals of large urban high schools were using the traditional textbook, assignment, explaining it, and quizzing on it.<sup>1</sup>

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<sup>1</sup>Briggs, T.H. "The Practices of Best High School Teachers". School Review. 43:745-752, December 1935.



TABLE XIII. DUTIES AND RESPONSIBILITIES GIVEN BY TEACHERS

Duties and Responsibilities	Number of teachers	Per cent of teachers
Planning lessons	101	87.87
Classroom supervision	97	84.39
Determining failures	86	74.82
Making and compiling monthly reports	108	93.96
Arrangement of daily program	73	63.51
Directing athletics	33	28.71
Sponsoring Parent-Teacher Association	98	85.26
Handling disciplinary cases	11	9.57
Participation in community religious functions	89	77.43
Sponsoring community centers	12	10.14
Public school music	17	14.79
Choral club	31	26.97
Mixed Quartette	7	6.09
Female Quartette	3	2.61
Band	2	1.74
Pep squad	3	3.48
Light teaching load	3	2.61
Medium teaching load	12	10.14
Heavy teaching load	99	86.13
Planning school curriculum	1	.87
Bus duty	59	51.33
Looking after school grounds	12	10.14
Furnishing of school equipment	3	2.61



TABLE XIII. (Continued)

Duties and Responsibilities	Number	Per cent
General supervision	2	1.74
Cafeteria duty	4	3.48
Planning and supervising programs	31	26.97

This table shows that only two teachers do general supervision, and only one helps to plan the curriculum. Most of the teachers help to compile and make the monthly reports. Only 1.74 per cent supervise bands in this study. Most teachers, 86.13 per cent, reported that they had heavy teaching loads.



## CHAPTER V

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## Summary and Conclusions

This investigation has attempted to present some significant data concerning the status of Negro teachers of West Texas. No studies of the status of Negro teachers in West Texas were available; however, some surveys of the status of Negro teachers in Texas have been made by the Graduate Division of Prairie View University and others interested in Negro education.

All data collected dealt primarily with thirty West Texas schools and one hundred fourteen teachers who were employed during 1945 and 1946.

All of the teachers have four years of high school training; two have more, which was received at Paul Quinn Academy, Waco, Texas. No teacher has less than two years of college training. Only six have master's degrees and two hold other degrees. Thirty-six per cent have from 1 to 30 hours of graduate work. The major-minor subjects vary. Texas has the largest number of graduates from its institutions, however, there are some out-of-state graduates.

The salaries vary greatly, but all are comparatively low. A great number of teachers work nine months and are paid on a twelve months basis.

The ages range from 20 to 71 years of age. There are more females than males; however, more males are being



employed now than ever before. The study reveals that only 6.09 per cent of the teachers are working for their first year. Over 18.94 per cent had been at their present location more than ten years.

The recreational side of life has been neglected as many of the teachers have joined only those organizations that are compulsory and omitted those that tend to develop the cultural side of life and provide wholesome recreation. All teachers are members of some church.

General supervision is done by 2.61 per cent of the teachers. A great number included in this study made and compiled monthly reports.

#### Recommendations

In the light of facts revealed in this study, the writer hereby makes the following suggestions and recommendations:

1. The whole problem of training and certification of Negro teachers be re-examined in the light of the needs of West Texas schools.
2. That a careful study be made on the status of the Negro teachers to raise the standard of the schools.
3. The salaries of Negro teachers should be made commensurate with their training, their professional responsibilities, and their contributions to society.
4. Negro teachers and principals should participate more in the activities of the community and should



assume a larger responsibility in initiating and guiding the policies and practices of social reform.

5. When a desirable school service area is established, modification in the distribution of state school funds should be made, if necessary in order to provide the needed financial support to carry on an adequate educational program.
6. Living facilities including teacherages should be provided by the community. Provisions for social and recreational activities should be considered by the community.
7. The curricular offerings should meet the educational needs of the Negro children, and all should be trained to the limits of their capacities.



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## APPENDICES

In this appendix appears a copy of the questionnaire that was sent to the teachers of West Texas to fill out and also the letter that accompanied it. The questionnaire may seem somewhat lengthy but close observation reveals that there is only a small amount of writing required. Most answers may be checked. The questionnaire consists of three sections--Academic and Professional Training, Distribution of Teachers According to Salary, Age, Sex, Experience and Tenure and Analysis of Teachership. These divisions tally with the general outline of the study.



TO PRINCIPALS AND TEACHERS OF WEST TEXAS SCHOOLS:

Dear Teacher:

As a student in the Graduate School of General and Rural Education of the Prairie View University, I am making a study of the Status of Negro Teachers in West Texas Schools. I am asking you to please fill out this questionnaire and return same to your Principal, who in turn will mail same to me immediately,

Please be as specific as possible in answering all questions.

I thank you.

Very truly yours,

---

Vivienne M. Figford-Hines

Please return same to me as soon as possible, Principals.



Name of School \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ County \_\_\_\_\_

## ACADEMIC AND PROFESSIONAL TRAINING:

Please give the following information about your high school training:

Location of school (City and State)	Major Subject	Number of Years at- tended	Year gradu- ated	Diploma
1.				
2.				
3.				
4.				
5.				

Please give the following information about your college training:

Name of college or university	Major subject	Minor subject	Year or months attended	Year of gradu- ation	Degree received
1.					
2.					
3.					
4.					
5.					

## GRADUATE WORK:

Underline the interval indicating the number of hours:  
1-5; 6-10; 11-15; 16-20; 21-25; 26-30; 31 or more.

## DEGREES HELD:

B. S. \_\_\_ A. B. \_\_\_ M. S. \_\_\_ M. A. \_\_\_ Ph.D. \_\_\_ (Please check one)

OTHERS: \_\_\_\_\_

## DISTRIBUTION OF TEACHERS ACCORDING TO SALARY, AGE, SEX, AND EXPERIENCE:

Monthly salary \_\_\_\_\_ How many months do you work? \_\_\_\_\_



How many months are you paid \_\_\_\_\_ Age \_\_\_\_\_.

Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

EXPERIENCE: (Include present year).

1 year \_\_\_\_\_ 2 years \_\_\_\_\_ 3 years \_\_\_\_\_ 4 years \_\_\_\_\_ 5 years \_\_\_\_\_

6-10 years \_\_\_\_\_ 11-20 years \_\_\_\_\_ 21 or more years \_\_\_\_\_

TENURE (Include present year)

1 year \_\_\_\_\_ 2 years \_\_\_\_\_ 3 years \_\_\_\_\_ 4 years \_\_\_\_\_ 5 years \_\_\_\_\_

6 years \_\_\_\_\_ 7-10 years \_\_\_\_\_ 11-20 years \_\_\_\_\_ 21 or more  
years \_\_\_\_\_

ORGANIZATIONS TO WHICH TEACHERS BELONG:

State Teachers' Association \_\_\_\_\_  
 National Teachers' Association \_\_\_\_\_  
 Southwest Teachers' Association \_\_\_\_\_  
 Mason \_\_\_\_\_  
 Odd Fellow \_\_\_\_\_  
 Elk \_\_\_\_\_  
 U. B. F. \_\_\_\_\_  
 Knights of Pythians \_\_\_\_\_  
 Y. M. C. A. \_\_\_\_\_  
 Y. W. C. A. \_\_\_\_\_  
 A. K. A. (Alpha Kappa Alpha) \_\_\_\_\_  
 Kappa Alpha Psi \_\_\_\_\_  
 A. P. A. (Alpha Phi Alpha) \_\_\_\_\_  
 Phi Beta Sigma \_\_\_\_\_  
 American Woodmen \_\_\_\_\_  
 Tanner Art Club \_\_\_\_\_  
 Negro Citizens' Council \_\_\_\_\_  
 N. A. A. C. P. \_\_\_\_\_  
 Social Clubs \_\_\_\_\_  
 Eastern Star \_\_\_\_\_  
 Herions of Jericho \_\_\_\_\_  
 Daughters of Isis \_\_\_\_\_

P. S. Please list others that are not mentioned.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## DISTRIBUTION OF DUTIES AND RESPONSIBILITIES:

1. Planning of lesson \_\_\_\_\_
2. Classroom Supervision \_\_\_\_\_
3. Determining Failures \_\_\_\_\_
4. Making and compiling monthly reports \_\_\_\_\_
5. Arrangement of daily program \_\_\_\_\_
6. Directing athletics \_\_\_\_\_
7. Sponsoring P. T. A. \_\_\_\_\_
8. Handling disciplinary cases \_\_\_\_\_
9. Participation in Community Religious Functions \_\_\_\_\_
10. Sponsoring Community Center \_\_\_\_\_
11. Music
  - Public school \_\_\_\_\_ Piano \_\_\_\_\_ Choral Club \_\_\_\_\_
  - Quartete \_\_\_\_\_
  - Male \_\_\_\_\_ Female \_\_\_\_\_ Mixed \_\_\_\_\_ A Capello \_\_\_\_\_
  - Band \_\_\_\_\_ Pep Squad \_\_\_\_\_
12. Teaching Load
  - Light \_\_\_\_\_ Medium \_\_\_\_\_ Heavy \_\_\_\_\_
13. Check books \_\_\_\_\_ daily \_\_\_\_\_ weekly \_\_\_\_\_ monthly \_\_\_\_\_
14. Planning School Curriculum \_\_\_\_\_
15. Selection of Text Books \_\_\_\_\_
16. Bus Duty \_\_\_\_\_
17. Looking after school grounds \_\_\_\_\_
18. Furnishing of school equipment \_\_\_\_\_
19. Employ \_\_\_\_\_ Discharge assistants \_\_\_\_\_
20. General Supervision \_\_\_\_\_

Please list any others:

21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

The End  
Thanks